leadership pamphlet #2 60¢

HOME ECONOMICS WING
24 NOV 1961

A practical aid to leaders in educational, governmental, welfare, health, farm, religious, industrial, community, and other groups.

PLANNING BETTER PROGRAMS

Improve your program building skills. This pamphlet will help you develop programs suited to your group and its aims.

Here are:

- ways to assess group interests and determine group goals
- checklist of program methods
- specific program suggestions
- sources for program materials

Adult Education Association of the U.S.A.

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HOME ECONOMICS WING
24 NOV 1958
EXTENSION TRAINING CENTRE, T. KALLUPATTI

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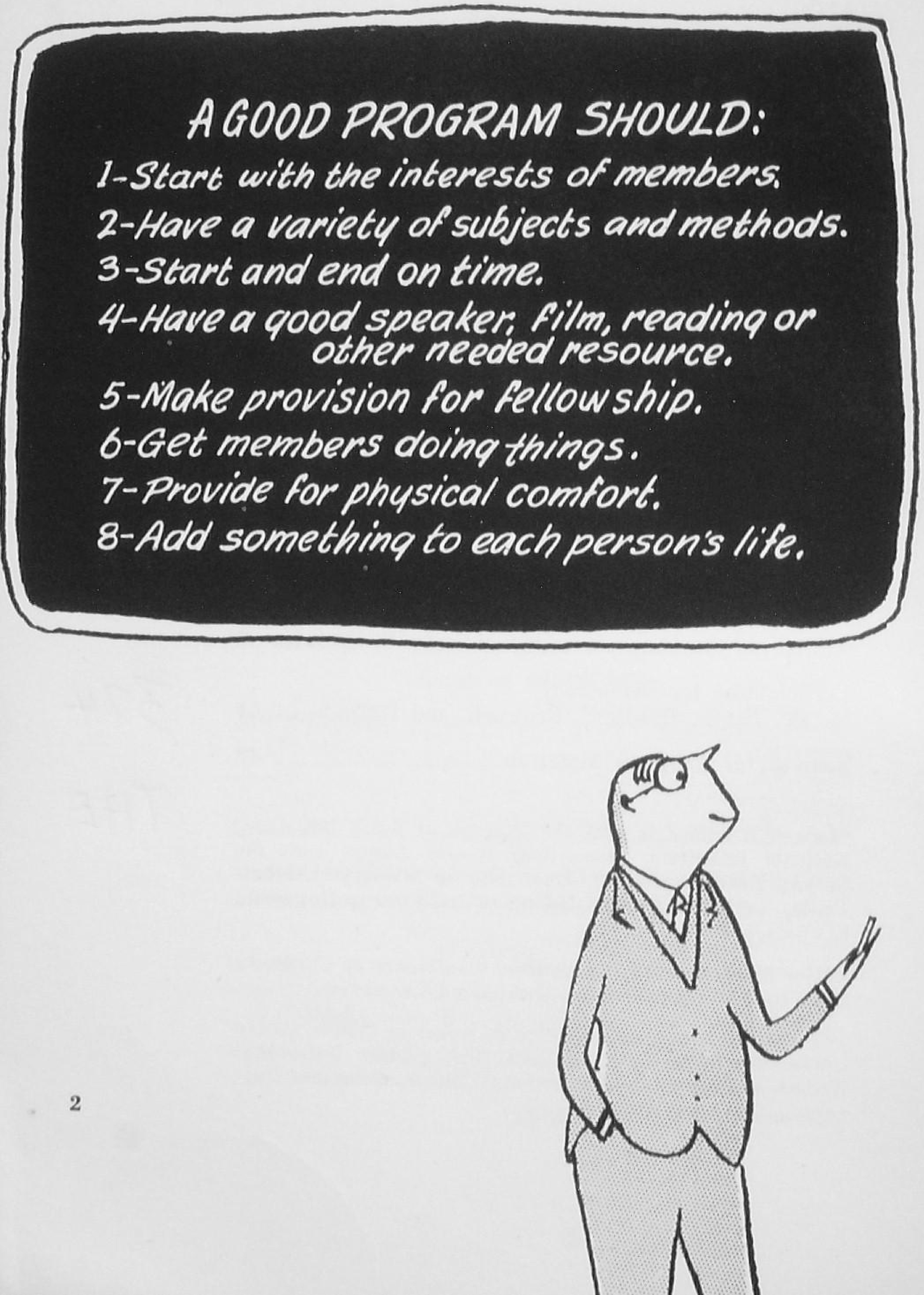
A GOOD PROGRAM SHOULD:
1-Start with the interests of members.
2-Have a variety of subjects and methods.
3-Start and end on time.
4-Have a good speaker, film, reading or other needed resource.
5-Make provision for fellowship.
6-Get members doing things.
7-Provide for physical comfort.
8-Add something to each person's life.

INTRODUCTION

As a program planner your job is to bring order and sequence to the activities of your group so that the members may find satisfaction and enjoyment in a shared experience. Planning will be easier if you begin thinking in terms not only of what you and your group want to do, but of how you want to do it, and of what the participants expect. "Obstacles to Overcome" (p. 5) and "What's in a Program" (p. 8) point out some problems you might overlook if you are accustomed to thinking primarily about content.

In planning a program, there are so many things to be thought of and prepared for ahead of time that you will probably want to work with a planning committee. Working with a committee will help you develop a feeling that you are doing things *with* people rather than *for* people. It will help you to build confidence in yourself and it will involve others in sharing the responsibilities for a successful program. "The Planning Committee" (p. 15) has some important suggestions for helping such a group to decide on its functions and get down to work.

You are likely to come across some problems in building a program that takes real account of the interests of participants and the goals of the group. The various short articles written by Malcolm Knowles and beginning on p. 17 contain practical step-by-step suggestions for developing and maintaining a "live" program. So does the methods checklist by Cissie Peltz (p. 28-29).

"Speaker or Panel" (p. 32) by Alice Myers and Ryerson Johnson will help you in thinking through some of the specific problems of program development. So will the "Briefing List" for moderators and panel members (p. 38).

And if you don't believe that the work you do as a program planner is one of the greatest contributions you can make to your community and your country, you will when you read "Participation for Democracy" (p. 41). Written by four leaders who have devoted a good share of their lives to understanding and encouraging democracy, this brief article discusses the relationships between participation in planning and the maintenance of a democratic way of living.

PITFALLS IN PLANNING

Wentworth packs 'em in all right, but sometimes I think he loses sight of our purpose.

HOME ECONOMICS WING
24 NOV 1958
EXTENSION TRAINING CENTRE, T. KALLUPATTI

1

OBSTACLES TO OVERCOME

There is nothing new in the idea that the planning of programs should be based upon the general purposes and direction of a group. There is nothing new in the idea that all the parts of a particular meeting should be related to the pinpointed purposes of that meeting and of the action to follow from that meeting. But let's look at some of the obstacles you may encounter in planning and see how they can be overcome.

Obstacle 1: "We did it last year."

It is good to make use of past experience. And each new program planner can feel safer if he doesn't differ too much from the past. *But:* The program last year (and the year before) may not have been good. Why have speakers, panels, topics "that we've always had" for no reason except they were used in the past? *Why Not:* Find out what is needed and wanted and plan accordingly?

Obstacle 2: "Get a big name."

A big name speaker will fill the hall, and even if he flops we (the program planners) won't be blamed for choosing him. *But:* Filling the hall is seldom a worthwhile end in

itself—even if it makes us feel good—and the feeling that we must have only big shots on our programs doesn't build good meetings. In the long run, our group's contribution to the community, not the fame of the celebrities we might corral, is the thing that counts. *Why Not:* Pick the people who can best do the job?

Obstacle 3: "I want to be loved."

People who plan programs seldom are looking for trouble. Why make people mad? Why stick your neck out? *But:* This can lead to safety at all costs, and the presentation of innocuous material that may be temporarily gratifying, but does nothing to advance the purpose of the group. *Why Not:* Decide what has to be done, and what is a tactful, realistic way to do it? Then do it? The group is likely to go along if it knows why the program is planned the way it is, particularly if it has had a chance to help plan and evaluate it. In other words, you can do more, and take more chances (without sticking your neck out) when the responsibility is shared.

Obstacle 4: "Who's in charge here?"

Program planners have a job to do and everybody knows it. Often the job is dumped on them (as it may be on you) in a way that says all too clearly: Go ahead, it's your baby. They feel justifiably reluctant to try to get help, to ask advice, to share any part of the planning. *But:* If it's your baby, when everything's fine, it's your fault when things go sour (if WE plan for THEM). This automatically puts the audience in the role of critic, rather than of partner. *Why Not:* Make sure adequate machinery for planning the programs has been set up. This includes machinery to help find out what members want, to help develop next steps, and to help in collecting bright ideas. Sharing the planning job is not abdication so much as exercise of responsibility.

Obstacle 5: "They've got to be entertained."

A happy audience is a responsive (responsible) one Nobody likes to be bored. It is easy to see why program planners so often want lively meetings, with lots of laughs. *But:* There are all sorts of possibilities between boredom

on the one hand and loud laughter on the other. It is fun to be amused—but it is even more fun for most people to feel they are doing something worthwhile, are finding answers to important questions, are straightening out some ideas, are working with like-minded people, are taking part in significant action. *Why Not:* Plan meetings to achieve a worthwhile purpose, not simply to put on a good show?

Obstacle 6: "Don't bother about them."

Nobody likes to hear negative criticism of a program he planned. Why punish ourselves? So we ask our friends what they thought about the meeting. *But:* So far as planning programs is concerned, this amounts to the creation of a group of second class members, who are ignored when they don't approve. (Actually, of course, everybody's wishes and feelings have to be taken into account, or pretty soon there won't be everybody.) *Why Not:* Try to base program planning on the systematically obtained feelings of the entire group, and plan for the study of audience reaction so that weaknesses in planning can be progressively understood and eliminated?

Obstacle 7: "Thank goodness that's over!"

When the meeting is over, we feel relieved. Now we can relax until we have to get ready for the next one. *But:* A well planned program doesn't end when the meeting is held, but rather each meeting is the beginning of a new surge of activity. Probably the best evidence that the meeting was effective is that now the officers (and members) *really* have to go to work. The ultimate value of any meeting is the extent to which it makes a worthwhile difference in the community, the extent to which it stimulates individuals to do more things better than ever before. *Why Not:* As part of planning the program, try to foresee what action should follow from the meeting? And plan ways and means to help the group take that action?

These are only some of the obstacles of custom and caution that hinder the planning of good programs. As you will learn, they can be overcome. And the satisfaction of overcoming them is one of the compensations that make the job of program planner exciting. ◇ ◇

I

WHAT'S IN A PROGRAM?

LET'S take a program apart and look at some of the pieces. Let's look first at purposes. When we have a program we are putting people through an experience; they are taking part in a situation which has been set up to achieve some purpose. (If our program has no purpose why *not* go to the movies instead? And almost as bad as *no* purpose is an obscure purpose.) Once we've got our purposes clear; once we know where we want to go with our program, we've gone a long way toward getting there.

Let's look at another piece of the program: *people.* Who are the people who will come to our program?

If we asked them what they would like, what would they say? Better yet, a program planner can often learn more by listening to the things his prospective audience *doesn't* say. Do the people have interests which they don't express readily? If so, these are likely to be more fundamental than some of those interests which may be mentioned casually, pretentiously.

Maybe you have attended PTA meetings when questions about the school were avoided. Yet the only reason for PTA people to get together is their common concern about the school. Experience has shown that when real school problems are discussed, the size of the audience increases and people present become very active. No apathy then!

What *do* people expect in their programs? Most organizations are likely to fall into a standard pattern of topics. This isn't necessarily bad—but suppose you want to freshen up the series? Woe to the program planner who suddenly, without warning, brings in a radically new topic. Anything is possible; the new offering *might* go over—but why run a risk when you can take out insurance by warning your audience so that it will be anticipating something different when it arrives?

The same thing applies to new presentation techniques. If an audience is used to travel films, it may be edgy when suddenly confronted with a public affairs speaker. Many groups have a long history of programs, and a ritual about the way they are carried out. Maybe they have used the speaker-discussion formula, or the panel-question approach. Some entirely different techniques may contribute far more effectively to the purposes. Discover them, but go carefully in changing the pattern. Some exploration may help to discover how the changes can be made so they do not defeat the purposes of the meeting. Sometimes an audience can get unnecessarily upset!

Do the people differ among themselves? People in most audiences do, about either topic or method. Those who are interested in variety will help you get changes started. The cautious ones will help you be realistic. Listen carefully to criticism, but don't let it overwhelm you.

The first piece of our program was *purposes,* and

the second was *people.*

The third is *process.*

As mentioned earlier, when we have a program we have people taking part in a situation which has been set up to achieve a purpose. In setting up the program-experience, we can see four conditions which may need attention. For various audiences or for various purposes one or two conditions may require more attention than the others. Here are the conditions:

(1) preparing the audience (getting started, set)
(2) stimulating the audience
(3) giving support
(4) consolidating the experience

At first glance, there seems to be a close parallel between these conditions and the time sequence of a program, the beginning, middle and end. But sometimes we may find that more effect can be created by letting these conditions develop at unexpected places in the program.

PREPARING THE AUDIENCE

Preparation is anything we do to get the audience in the best condition possible to make the most use of the program experience. The radio or TV comedian does this when he takes ten minutes to "warm up" his studio audience before he goes on the air. When the program begins the audience is then set to respond to his quips; the laughter is contagious to the viewer or listener. Contagion is important.

Getting the Meeting Itself Started. This may be only a matter of a few seconds or a few minutes, but something is needed to get people's attention focused on some common direction, usually toward the leader, and get them quiet enough to begin to pay attention to the experience.

Getting the Mood Set. The way in which the meeting is started, immediately begins to determine the mood or atmosphere in which it will go forward. If the program is for relaxation and recreation, the very first words of the leader may carry a tone of hilarity, relaxation, enjoyment, or suppressed mirth. His attitude spreads. If the meeting is for problem-solving, a more thoughtful, matter-of-fact tone helps. Truly, the mood is as likely to be set by the physical arrangements of

the group and the tone of voice and posture of the leader as it is by the particular words he says.

The leader, because of his central position, is the one from whom the participants will most quickly take their cues. The way he gets their attention—whether quietly or brusquely, with shock or with mood music—the way he gives directions, all of these things have a mood-setting effect.

Letting People Know What to Expect. As the meeting gets underway the audience will want answers to questions like these: What is this meeting all about, what is it for? What is going to happen here, what is the program or agenda? How will I be expected to behave, what am I supposed to do?

Until they have these questions answered in some fashion or other most people cannot relax. If the type of program which you are having is the usual one, then they know what to expect in answer to the last two questions. All that may be required is to talk about the purposes of the particular meeting.

Sometimes, however, you may not wish to answer all these questions for the audience. If the intent is to have some surprise element in the program you may want to keep people a bit on edge. If you fail to respond with positive answers to these questions, however, do so only as a result of planning. Bluntly ignoring the questions creates unneeded confusion.

STIMULATING THE AUDIENCE

In many programs a major activity is to stimulate the audience. The content of the meeting often serves this function and gives the framework and body about which the purposes can be achieved. Whatever methods may be used, here are some of the kinds of stimulation which are supplied:

Giving New Information or Ideas.

Very often we use a program as an opportunity to inform people in some area where we assume they are lacking. Our goal, however, may be to have some new understandings develop or some action take place. The risk we run is that the audience member will leave the meeting with a "that's interesting" feeling instead of recognizing a problem, and the relationships of the in-

formation. The meeting will not really have affected him. The information will not have become a part of his understanding. Experimentation and work are required if we want to make sure that the information supplied will do the real job we plan it to do. It's risky to assume an automatic result.

Raising Needed Questions

Many times our listeners have at hand the information which is required. They operate, also, from day to day on a variety of assumptions and ideas or beliefs which are held as being true. The stimulation job, if new thinking is to occur or new understandings develop, is a frank raising of questions. Why do they think as they do? What evidence is there? What do others believe? What is the relationship of this idea to that fact? Such questions as these help the participants to reconsider old information and perhaps put it into new or different kinds of relationships from which more satisfactory conclusions can be drawn. In adult education, as a matter of fact, many of our programs have this purpose, rather than the giving of new information.

Questioning Ways of Looking at Things

"Shock treatment" might be a term for this stimulation. When someone whom the group admires and respects makes it clear he disagrees with some of their most cherished attitudes, conflict is likely to result. But most of us do not like to be "brought up short," even though learning will not progress until we are. A program which offers this kind of stimulation needs careful planning so that the reactions which may develop in the audience do not defeat the purpose of the program.

GIVING SUPPORT TO THE AUDIENCE

The *supporting* conditions in a program are those which are primarily concerned with the atmosphere and attitudes which go along with the ideas being expressed. Here are three:

Getting Involvement is a much abused phrase we hear among program people. But it implies the importance of having the participant discover some personal identification with the topic or program experience. He comes to feel that "this topic affects *me*, or *I* am like that,

too." At this point his attention is given to discovering the personal meanings which can be found in the program.

Careful planning will help find methods of showing the audience members the ways they may be affected by the program. Reminding them of their own job or home problems, indicating how they might do something differently, or using a role-playing demonstration, all might contribute to this end. Without involvement, the evening might be a "very interesting" one, but it may not have any carry-over effects.

Getting a New Group Established is an important method in getting learning to occur. Some interesting research has demonstrated that people tend to think and believe as their friends or fellow group members do. It seems easier for people to hold new attitudes if they feel that other people whom they like, admire, or respect, also hold that point of view, belief, or attitude. So it may be easier and more effective if the program gives people an opportunity to discover that other members of the group agree with their new way of thinking or believing. A "changed" person is more likely to stay changed if he can recognize that his associates are changed too.

Getting Feelings of Meaningfulness, success or accomplishment helps the participant find satisfaction in the program experience. Through satisfaction of his needs he can feel it was worth giving time to the program. Sometimes valuable accomplishments are secured or success achieved, but few people know it. Often it is more than worthwhile to take a few minutes in the program to look back to "see how far we have come" or get expressions of feeling that "we got somewhere." Searching may be necessary to find points of progress. Perhaps the experience has helped us become clearer about a community problem. Perhaps it has helped us see more validity in an important truth, or helped us learn how to raise important questions, or demonstrated improvement in ability to understand each other. Point these successes up. They are important to most people.

CONSOLIDATING THE EXPERIENCE

Very often we hope that the program we had will serve as only a beginning for some action or change which will occur in the future. What has to happen

before the participants walk from the room with impressions that will last?

Clarifying the Experience or the change which has been suggested is sometimes done through a brief summary at the end of the meeting. Perhaps summarizing might be done by several people "testimonial-fashion," each making one point. Rephrasing without losing the meaning of the points may give the summary a more useful setting. Catch phrases are sometimes easy to hang a useful experience on.

Seeing That Others Are Committed will encourage each participant to carry on after the meeting. "We're in the same boat, brother," is the way the song says it. As the listener finds himself identifying with other's statements, he may say to himself, "These people whom I respect feel as I do; therefore, I guess it is good to feel as I do." Or, "if they are going to do it, then it must be all right."

Understanding the Next Step is important if further action is to develop. Good feelings, without an understanding of what is to be done *next*, rarely get carried into action. Is there to be a follow-up program? If so, say when, or when to expect an announcement. Is a committee going to work on it? When can we expect a report? Am I supposed to do something? Whom do I tell when I have finished the job? Remember, we only take one step at a time.

The many points suggested in this article may serve you best as you check your program plans against them. Do you find some point omitted? Maybe that will suggest some further planning or preparation you would like to do. Or maybe, and this is very realistic, nothing can be done in your program because of its special purposes or situation. Fine. But at least you will have some security in knowing that it was considered and ruled out for good reason.

Thinking clearly about our programs and their methods and purposes will help us do a better job of putting the pieces together. ◇ ◇

I

THE PLANNING COMMITTEE

WHEN a committee meets for the first time to work on a new problem, it helps to begin in a way which *orients* the members (a) to one another, and (b) to the common task which they have been brought together to perform. Some biographical bits from each committee member might be a good starting point, followed by a discussion built around the questions:

> What are the ingredients of a good program?
>
> What can each member of this committee (using his particular skills and experience) do to help build a good program?

After the committee works out a list of the elements of a good program, further discussion can bring out the relations between these elements and the resources of individual skills and experience available in the committee. Supposing, for example, that the committee has agreed that one element of a good program is that it deals with the needs and interests of the members. The committee might try to see this and other aims in relation to such questions as:

> Which people in the groups have skills or talents that can be used in the program?
>
> Which people are members of circles of friends

within the larger organization?

Which people represent points of view on subjects of interest or controversy that should be considered in the program?

Which people have contacts outside the group with which our group should be familiar?

There are several advantages, in addition to orientation, in discussing the program in relation to committee personnel. Such discussion can:

Reveal skills and interests not ordinarily associated with particular persons.

Reveal areas in which the committee may need some reinforcement.

And perhaps most important, provide a basis on which the committee can build *an agenda for future work* and delegate responsibilities to committee members in relation to their skills and interests.

◇◇

not *for* people but *with* people

FINDING GROUP INTERESTS

PROGRAM committees composed of people who are well acquainted with the membership often have a great deal of information about what their groups want. Nevertheless, it is always a good idea to start with some planned procedures to determine needs and interests. First of all, guesses by a few people can often be wrong. We are all tempted to think in terms of what people ought to have rather than what they *want*. In addition, asking people what they want involves them in the planning itself and gives them a stake in its success.

There are several ways of finding out what people need and want. For general information on the current interests of people, a little informal "research" can produce some good clues. Some simple procedures are:

(1) Watch your newspapers for a month and tabulate the subjects that receive greatest emphasis. (2) Talk with your librarian about what kinds of books and magazines seem to be most popular. (3) Exchange program announcements with other organizations like yours and see what is of interest to their members.

In determining the more specific needs of the people in your group there are of course many more

direct avenues to information. Among them are:

(1) ***Interviews***

Each member of the program committee might take a list of five or ten members to interview by phone or face-to-face. The committee should determine beforehand what questions to ask.

(2) ***Informal conversation***

We added this category upon receiving a letter from Dorothy Hewitt, Director of the Boston Center of Adult Education and one of the most experienced program planners in the country, which read: "It seems to me that the degree of success we experience as program planners is determined by our ability to put ourselves in the places of as many people as possible. The nearer we come to being a mirror of the inmost desires of the people around us, the nearer we come to success. I find that in just 'passing the time of day' with people I get all sorts of clues and program ideas that I should never get from directly asking them. An ever increasing ability to *listen* to what people say is one of the best sources I know for discovering what people are thinking about."

(3) ***A Meeting Census***

Ask the members to cluster into groups of six or eight. Each cluster should choose a spokesman, then take ten minutes to list their program choices. Then each spokesman can report his list to a central secretary who compiles them into a master list. Interest can be increased by writing the list on a blackboard if one is available. (This is the "buzz group" technique which is useful for many other activities where the direct and active participation of a large group is desired.)

(4) ***Registration cards***

Have them filled out when people enter. Allow space for indicating background and interests.

(5) ***Suggestion or question boxes***

Place them where they are accessible to all and certain to be noticed.

(6) ***Questionnaires***

Vary their pattern according to what you wish to find out. Here is a sample interest questionnaire:

THE COUPLE'S CLUB

From: Your Program Committee

To: All Members

Subject: *The kind of program you want to have in the coming year.*

If you would like to help us plan this year's program, please fill out this questionnaire and return it *today.*

I. *I am interested in:*

	Very Much	Some	Not at All
1. Learning more about practical psychology.	------	------	------
2. Developing hobbies.	------	------	------
3. Learning more about world affairs.	------	------	------
4. Doing something concrete to improve our community.	------	------	------
5. Improving my ability to speak.	------	------	------
6. Increasing my appreciation of the arts.	------	------	------
7. Becoming a better parent.	------	------	------
8. --------------------	------	------	------

II. *Our group needs:*

	Very Much	Some	Not at All
1. A stronger treasury	------	------	------
2. More members	------	------	------
3. More fellowship	------	------	------
4. More significant programs	------	------	------
5. --------------------	------	------	------
6. --------------------	------	------	------

III. *The 5 most important problems our community faces are:**

1. ------------------ 4. ------------------

2. ------------------ 5. ------------------

3. ------------------

*Put a circle around the number of the problem, if any, you think our group ought to do something about.

Signed------------------------(optional)

An important step in the process of determining needs and interests is interpreting the responses that are received. It is well to keep in mind that none of these techniques can give *conclusive* evidence and that the final test always lies in trying out ideas to see how closely you have come to satisfying *real* needs and interests.

In tabulating questionnaires you might use a rating system which gives, for example, two points to a "very much" response and one point to a "some" response. It is also helpful to:

(1) Take into consideration the extent to which the responses are representative of the total membership.

(2) Separate the conclusions that you can be certain of, those that are only probable, and those that provide bases for good hunches only. (By no means disregard the hunches—try them out——experiment with them—but recognize that they are hunches.)

(3) Study the negative responses carefully. They may shed valuable light on needs and interests.

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Informal research can produce some good clues

1

WHAT ARE YOUR GOALS?

PEOPLE and groups always get farther when they move towards clear goals or objectives. A little time spent by the planning committee in defining the objectives of the group can do much to save confusion and increase the quality of the product when it begins, later on, actually to build its program.

Many organizations have stated objectives. These objectives, in combination with those that come from information on the needs and interests of the members, form the outer and inner bounds of the group's objectives. In the actual operation of groups these objectives present themselves in an interwoven network so that some of them may become hidden from plain view. A helpful means for unjumbling the many possible objectives is to classify them into:

(1) Those based on the needs and interests of members as *individuals*

Such as:

To become a better parent
To develop better speaking habits
To make some new friends

(2) Those based on the needs and interests of the *group or organization*

Such as:

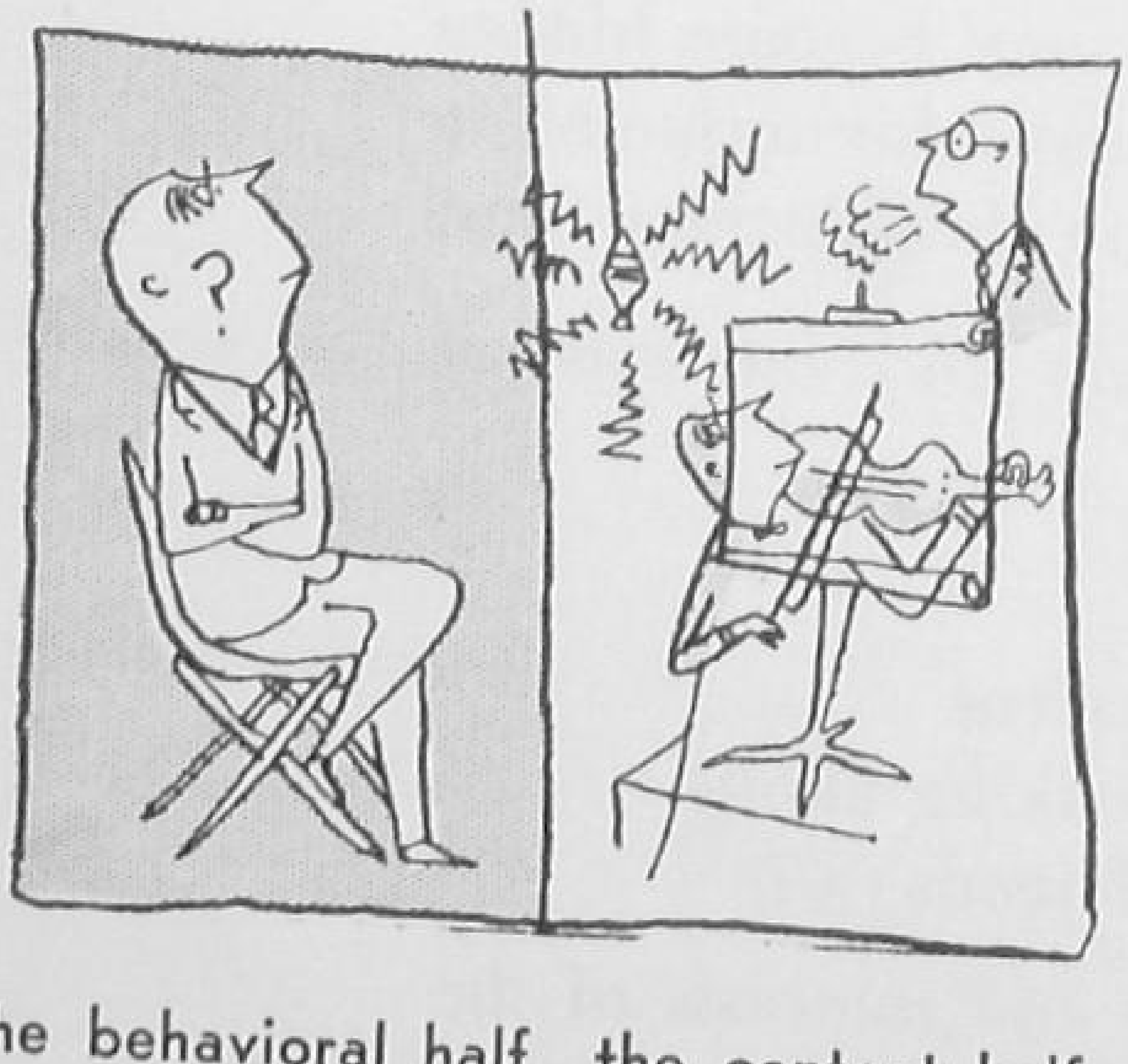
To increase our funds
To get more members
To develop better public relations

(3) Those based on the needs and interests of the community, the nation, or the world

Such as:

To learn about housing conditions in our city
To promote industrial peace in our state
To further international understanding

When we talk about objectives for individuals we are talking about education. And the purpose of all education is to produce changes in human behavior. In their final statement, therefore, objectives for individuals should contain two halves—behavior and content. For example, the objectives of a parent-teachers' program might be charted as follows:



the behavioral half the content half

BEHAVIOR	CONTENT
To develop knowledge	of the characteristics of children 6-10 years old
" " "	of the history and purpose of our organization
" " "	of the structure and operation of our school board
To develop understanding	of the forces affecting child development
" " "	of the forces increasing and decreasing participation in our organization
" " "	of the forces influencing legislation affecting our schools
To develop skills	in working with children to assure proper development
" " "	in building better programs
" " "	in organizing voters to work for better educational legislation
To develop attitudes	of respect toward children as persons
" " "	of good-will toward people

There may be changes in other areas, such as the development of values, appreciations and interests.

An alert planning committee will usually derive many more goals than can be accomplished within the time available, so it must rate the goals according to priority, sifting out the most important, and holding over the rest.

Usually, in working to achieve one objective—developing skills in working with children, for example—other important objectives are also achieved. It would be hard to imagine the development of such skills in a parent or a teacher without an accompanying development of appropriate attitudes, knowledge, and understanding.

The committee can relate the several goals to

one another and to the *objectives* of the organization. For example, the overall purpose of our parent-teacher association is that of providing a better school environment for children. With good program building:

the *overall* objective — of providing a better school environment for children

becomes related to

the *individual* objective — of becoming a better parent

which becomes related to

the *organizational* objective — of increasing co-operation between parents and teachers

which becomes related to

the *community* objective — of understanding more about federal, state and local legislation affecting school operation

◇◇

You need to know your destination

BUILDING YOUR PROGRAM

There is an integral relation between objectives and program-blueprints. With objectives clearly stated, rated, and related, it becomes feasible to work on the several steps of program building without tripping over them as one goes. These steps can be seen as:

(1) ***Breaking the objectives into program units***

Should we have a theme for the year or "a la carte" subjects?
What should be the purpose of each separate meeting?
How many of our objectives can be handled in one meeting?

(2) ***Determining priorities and sequences among program units***

Which units should come first in terms of the major program objectives?
Should the first meetings open up the general problem? Dramatically present new aspects? Set the stage for further meetings?
What should be the relationship between each meeting?
How can we plan so that:
Members want to come to the next meeting?
Members are actively thinking about the last meeting in relation to the next meeting?

(3) ***Determining program styles and methods***

There is no magic method for all objectives.

Each method has unique virtues and is especially effective in accomplishing certain objectives. The most important thing to keep in mind is that *methods should be related to the objectives they are to serve.* The various methods produce varying patterns of participation among members, and other things being equal, the one which produces the most participation is preferable. Many of these methods can be used in combination and the most interesting and worthwhile meetings are probably those that combine several.

Here are some sample combinations:

Objectives To Be Served	Methods That Can Be Used
To build fellowship	Group singing — informal discussion
To present information and relate it to members' experience	Film—discussion Lecture—questions Informal dramatization — buzz groups
To bring out problems and relate them to facts	Group interview—group reports Workshop — field trip — reports Exhibit—buzz groups—discussion

(4) Selecting and preparing resource people

Carefully consider who are just the right persons to help accomplish the particular objectives of each meeting. When you have made your selection, tell the speaker, panel member, or resource person something about the experience of people in the group, what they want, what they already know about the subject, and what the meeting is trying to do. Be sure to let the

members know what to expect from the platform in relation to their problems.

(5) *Making use of other resources*

Most communities and many organizations have rich sources of help to program planners. Local libraries are often clearing houses for information about such resources.

Perhaps the most important thing to remember in using resources is that they are *aids*, not teachers or programs, and should be turned to when they fill a need *already* felt by an individual or a group.

MAKING USE OF RESOURCE

(6) *Rehearsing each meeting*

Whether you are going to have a panel, symposium, dramatization, or discussion, an hour or half-hour rehearsal the day before or the hour before pays big dividends. After all, who would go to a play, knowing the actors had never rehearsed?

(7) *Getting people to meetings*

This involves not only planning advertising—phone calls, newspaper notices, window cards, radio announcements, post cards—that will arouse interest in coming to meetings, but also interpreting what will happen so that people can see that it will give them what they want.

(8) *Planning for something to happen as a result of the meeting*

A good meeting (like the job of a good program committee) doesn't end when the room is empty and the lights are out. Advance plans have been made to insure that the meeting will continue in the thinking and action of people during the following weeks.

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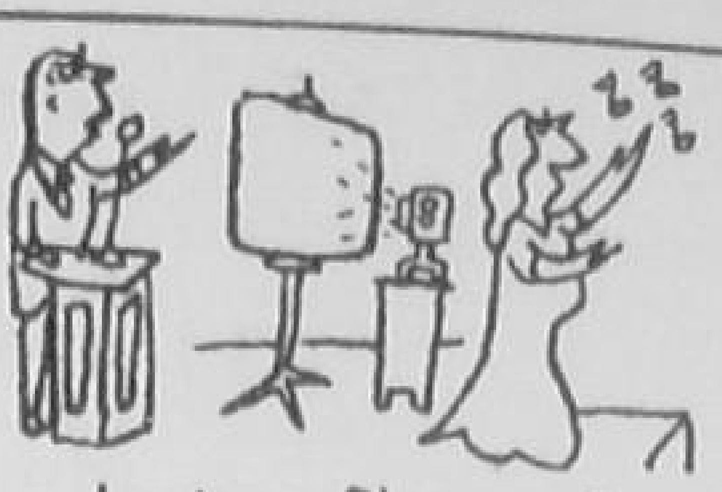
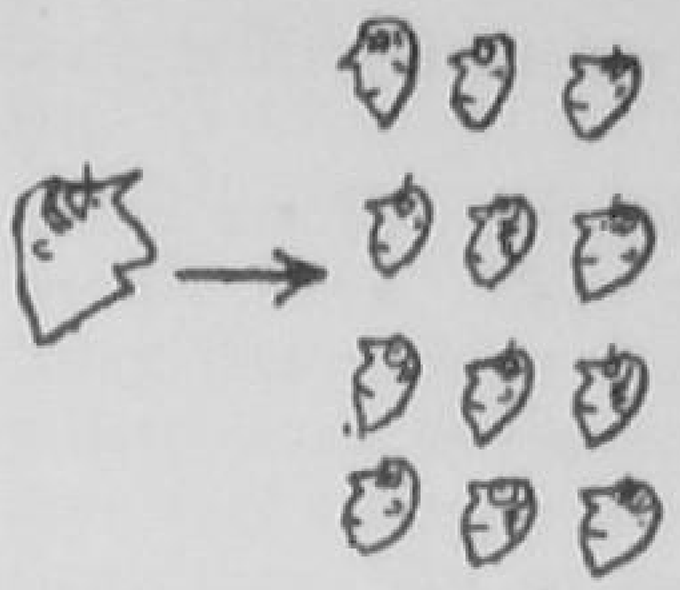
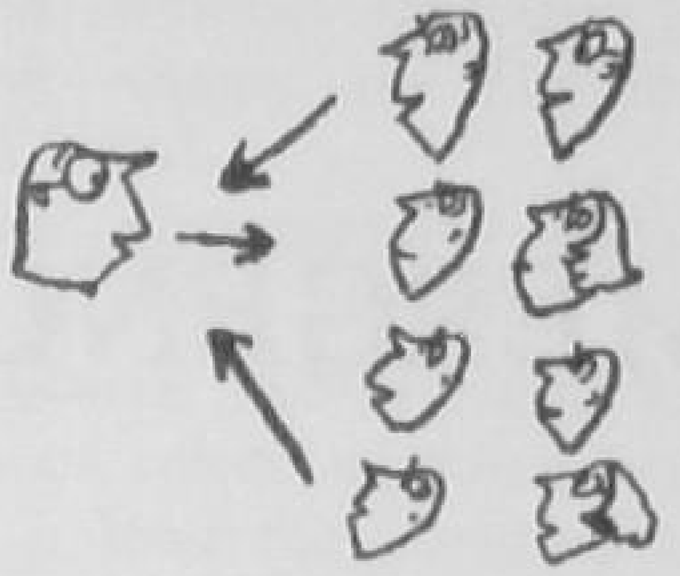
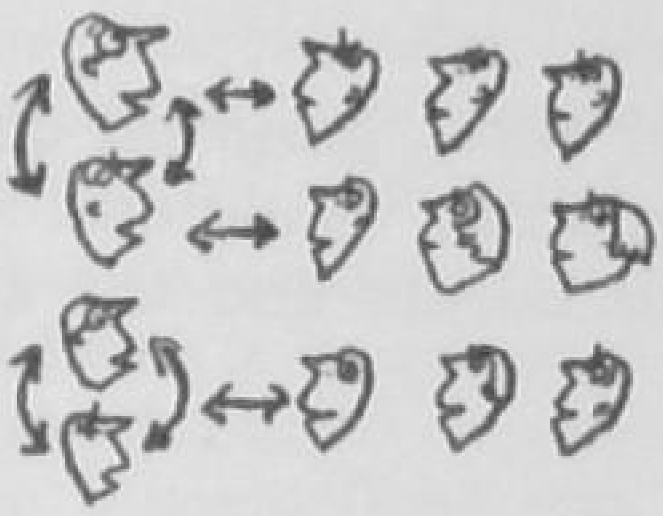
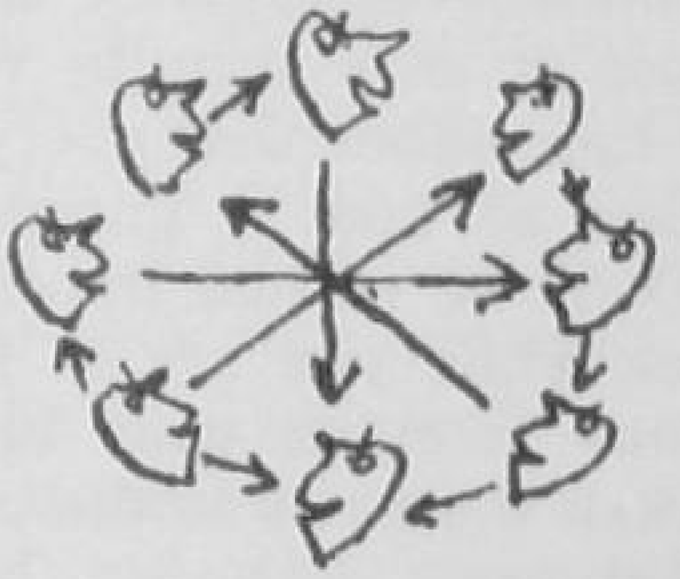
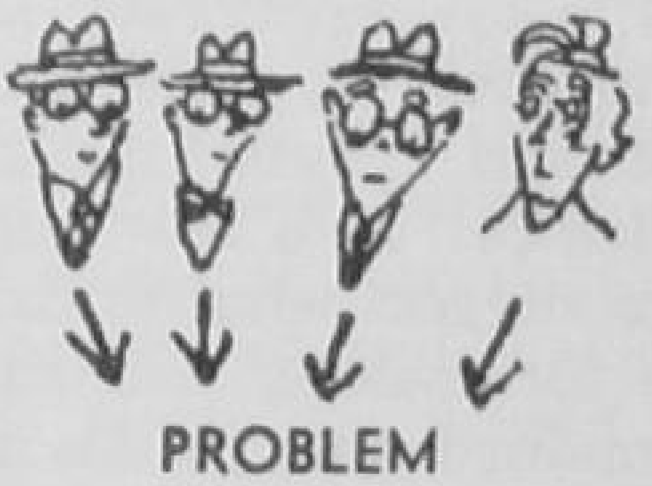
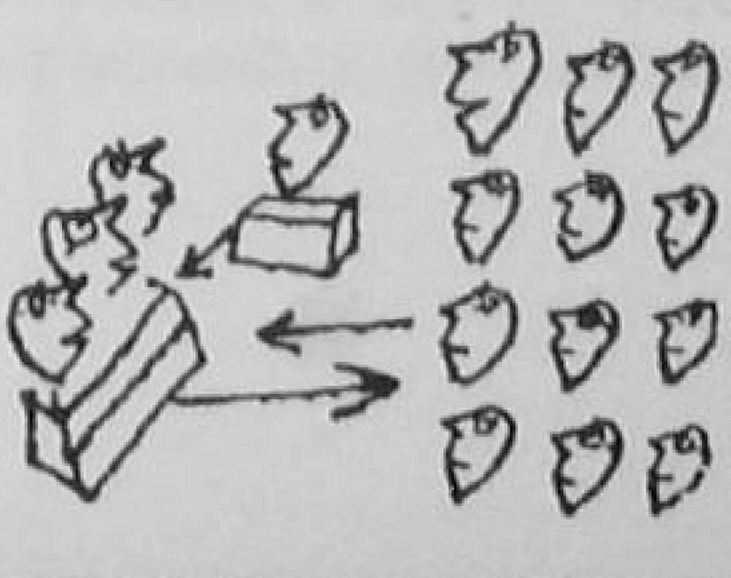
CHECKLIST OF PROGRAM METHODS

METHOD
 Lecture, film, reading, recitals, etc.
Forum
Symposium panel or debate
Discussion
Project, field trip, exhibits, etc.
"Buzz groups"
Group interview

CHIEF CHARACTERISTIC	PATTERN OF PARTICIPATION	SPECIAL USEFULNESS	LIMITATIONS
Information-giving.		Systematic presentation of knowledge.	Little opportunity for audience to participate.
Information giving followed by questions for clarification.		Audience can obtain the specific information it wants on particular aspects of the subject.	Formality; lack of freedom to interchange ideas.
Presentation of different points of view.		Different points of view spotlight issues, approaches, angles; stimulate analysis.	Can get off the beam; personality of speakers may overshadow content: vocal speaker or questioner can monopolize program.
High degree of group participation.		Pooling of ideas, experience, and knowledge; arriving at group decisions.	Practical with only a limited number of people.
Investigation of a problem cooperatively.		Gives first-hand experience.	Requires extra time and energy for planning.
100% participation by large audiences through small clusters of participants.		Makes individual discussion, pooling of ideas, possible in large groups. Develops leadership skill in members.	Contributions are not likely to be very deep or well organized.
Spontaneous giving of opinions and facts by experts in response to questions.		Brings knowledge from a number of sources to bear on one problem.	Becomes disorganized without careful planning of material to be covered.

WHAT TO DO IN EMERGENCIES

● At one time or another most program chairmen are faced with emergency situations. The unexpected or catastrophic occurs and the audience is waiting—

What to do?

1. Keep your sense of humor—emergency situations can be funny—and use it as a way to relax yourself and the audience. Remember that everyone has experienced emergencies, so take a minute to clear your own thoughts. Don't be rushed into some panic action. If word comes while you are in front of the group, take your time to catch your breath and decide *how* you will break the news to the audience as well as what to tell them.

2. See the opportunities in the emergency situation. People tend to band together at crisis times—build on that phenomenon and maybe share the crisis problem with the audience. In a few minutes some of them may be able to suggest what to do, and feel much more responsible for making it a success than they might if they remained anonymous audience members. Exciting experimentation can occur in times of crisis.

3. Be aware of the resources which are available to you at the moment. If the speaker on local housing conditions doesn't show up, who in the audience can talk briefly to some point about it? Or ask the audience to form buzz groups at the very beginning and take ten minutes to formulate questions they would like to have discussed. Take those few minutes to find resource people in the audience who might respond to those questions. Or a sharing panel

—members telling members about conditions they have seen.

4. Build on the general needs and satisfactions which people have. They usually like to talk together; they like to hear their friends express points of view; they want to discuss and work on problems which they feel strongly about; they desire personal recognition; they like to feel they made a success out of a difficult situation (the program crisis, for instance)—these are the emotional resources you have at hand.

Some emergencies could be avoided by more careful advance planning.

a. Check the physical facilities well in advance. Beware of other people's reports of them—it's safer to take a look for yourself to know exactly what to expect. Be sensitive to the "emergency-potential" which the facilities offer. What problems of audience management do they present? Does the room encourage people to sit at the back? Rope off rear seats.

b. Have a detailed sense of timing for the meeting, and have it in advance. How long does it take one hundred people to get seated? Five hundred? Time the introductions you will use. Can it *really* be said in one minute? Do you solemnly agree with yourself (or the chairman) not to *ad lib* endlessly and consume precious time? Buzz groups may be set for six minutes, but plan 15 minutes altogether; then you will have time to get the groups started and get them back together again.

c. Have some well-briefed associates at hand. Two or three other people who have been in on the planning and who know what is going to happen and the purposes of the meeting can be invaluable aids in a crisis. A brief suggestion to them can be immediately put into action, when minutes count, without requiring lengthy explanation of ideas or plans to someone who doesn't know what is coming. A well-organized and well-informed planning committee is worth its weight in gold in these emergencies.

d. Think about possible emergencies, and have some ideas ready just in case. You expect 50, but *what if* 150 show up? The film is at hand, but *what if* the projector goes bad? They all promised to read the materials, but *what if* most of them didn't get around to it?

e. *Above all*, what are the purposes of this meeting? Unless you know them, and feel them in your bones, it is pretty impossible to make quick, useful, emergency decisions. ◇ ◇

SPEAKER OR PANEL?

YOU are on the program committee of—well, let's say The Women's Community Service Club, though it could as well be the Men's Community Club. You are responsible for planning the club's next meeting.

Shall you engage a speaker? Or have a panel-forum? Which technique will most effectively present your topic?

Well, what's the topic? Suppose it's something on the order of "Our Community Makes a Living." Your committee's first move might well be to summarize the main points inherent in the topic. Such things as: (a) the range of income in our community, (b) the spread in the source of income: industry, business, services, agriculture, professions . . . (c) the relationships between labor and management, (d) the manner in which activities of nearby cities affect business in our town, (e) what can be done to raise the level of earnings and thus raise the standard of living?

On the basis of this listing it becomes apparent that there are no conflicting viewpoints to be resolved. What, essentially, is needed here is information. So much informational detail, in fact, is required that in the time allotted for the program, it would seem the task could

be accomplished more efficiently by one informed person than by a panel.

A final test might be applied: how much audience participation is desired? A panel-forum ordinarily brings out more of this. Since, however, the goal here is to bring information to the members, audience participation is not of the highest importance. All right, we have our decision. We'll choose a speaker to present our program.

What speaker?

THE SPEAKER-BASED PROGRAM

The committee, of course, has a responsibility to the members to secure the best available people. It follows that the selection of program participants should be made on qualifications determined by the committee, and not on the basis of a personal choice of one committee member. Let's suppose that among the persons suggested to present the club's talk are the president of a local bank, the owner of an important industry, a labor union official, the superintendent of schools, a service organization executive, a local newspaper editor, and the executive secretary of the Chamber of Commerce.

Committee discussion might bring agreement that the editor and the Chamber of Commerce man (1) had a greater cross-section and amount of knowledge pertinent to the topic, and (2) they would know better where to get whatever information they didn't have.

There'd be other considerations. Suppose the Chamber of Commerce man was known to be the best speaker. Suppose he was known to be particularly receptive not only to the club's long-range program, but to the topic of this meeting. The invitation to be the club's speaker goes out to the executive secretary of the Chamber of Commerce.

Briefing the Speaker

When the speaker is invited he will be briefed on the setting for his talk, as well as the purpose of the program. The club member delegated to make the invitation will want to discuss with him such things as:

1. the possible relation of this program to the club's other program activities;

2. the points which the committee feels important to be covered in his talk;

3. his evaluation of those points and additional suggestions;

4. time, place, and date of meeting, as well as exact place where he would be met at the hall in which the meeting is held;

5. whether a warning device is to be used to indicate that his closing time is drawing near;

6. possible remuneration;

7. the speaker's biographical sketch to be used in publicity releases and for preparing introductory remarks (these remarks to be brief, and, in general, relating to the background of the subject being discussed).

Setting Up the Meeting

Now we're ready to give full attention to operational details. Information on the program will be relayed to the publicity chairman. (Publicity should give sufficient information, presented in a colorful enough way so that members are challenged to attend.)

Volunteers will be sought to take care of room arrangements. Bad physical arrangements can destroy the effectiveness of the best planned program. Such details as these will be involved:

1. Have the room ready in ample time before the meeting starts; an hour is not too much leeway.

2. Test microphones and speaker system.

3. Check for adequate lighting, both in the room and for the speaker.

4. Know what speaker wants at the lecture stand and provide for it.

5. Have on platform adequate chairs, a pitcher of water and glasses. Flowers can be added if budget permits. On some occasions it's important to assure that the American flag is there!

6. Provide for agreeable temperature and fresh air.

A Time-Sheet Is Important

A time-sheet gives the time for each part of the program: announcements, business meeting introductions, speaker, questions from audience . . . Each person on the program will receive a copy of this time-sheet. This will insure a smoother operation for the program, with more assurance of the total program being kept within the total time allotment. It further assures that each par-

ticipant knows his own role and sees it in relation to the total performance. Time allowed the speaker will be discussed with him so that there may be full agreement as to the time he will take.

The Question Period

A question period following the talk is normally an integral part of the program. It can be a very rewarding part, taking account of omissions the speaker might have made, and clearing up obscurities. The program chairman sets the stage for an effective question period by her own manner which may reflect graciousness, assurance, concern for the audience, and a sense of communication which binds the speaker and audience into a total program experience.

Unless informality has been agreed upon, there are a few procedural rules for the question period, such as: the questioner being recognized by the chairman; the same person not asking two questions in a row if someone else is asking for the floor; the chair reserving the right to disqualify a question not on the subject or not in good taste, or ruling out of order a member who may threaten to monopolize the period by making a speech in the guise of asking a question.

The meeting will be closed on time with brief remarks of appreciation to the speaker, and perhaps a summary of the meeting which sends members away with a sense of direction from the program.

THE PANEL-FORUM

Now suppose the topic for your club's next meeting is something like: "People—All Kinds—Live Here." Your program committee, in exploring the subject, turns up many different points of concern. For instance:

1. What is the relationship between the newer and older residents in our town?

2. What is the place of immigrants? Of hyphenated Americans, such as German-Americans, Japanese-Americans? Are all citizens treated on the same basis?

3. The proportion of older to younger people. Is the community holding its young people?

4. Different racial stocks . . . community attitudes about people of different skin color.

5. To what extent are social boundaries in the community drawn on economic lines?

6. Religion . . . how well do the members of the various faiths work together on community projects?

Was there some one person with a comprehensive knowledge of all these points? Probably not. And since the intent here is more than information-gathering, since we hope to interest the members and deepen their understanding, we'll choose this time a panel-forum.

How Large a Panel?

Large enough to get a wide coverage of the subject; large enough to supply a variety of backgrounds—but small enough that there are not too many idlers (non-participants) at any one time.

The best people for your panel likely will:

1. be well informed on their specialty;
2. have a general understanding of the whole topic;
3. comprehend and be sympathetic to your program;
4. have a capacity for thinking constructively;
5. be able to express themselves.

With a list of potential panel members drawn up, the committee is now ready to start selecting its team. In this case, considering the degree of complexity of the subject, and the size of the anticipated audience, let's say that a panel of three members and a moderator is decided upon.

In inviting panel members to participate, a similar procedure will be followed as in the case of the speaker-based program, with the panel members, of course, being given a clear understanding of the club's activities and the purposes of the program. In addition it might be a good idea to supply panel members with a typed copy of the committee's program-thinking—the points of concern and the questions to be discussed at the meeting.

The Pre-Meeting

A week or so before the program is to be presented, at a time and place convenient to panel members and moderator, the committee will want to arrange for what might be called a preparation meeting. This is for the general purpose of acquainting moderator and panel members with their respective responsibilities—the moderator to keep the program operating effectively, and the

panel to supply information and ideas.

This meeting will also help panel members get acquainted with one another and develop a working relationship. The panel should have the liberty of reorganizing points of concern and questions developed by the committee, and adding other points which they may feel are important. All major discussion points should be developed at this meeting. Typed lists of the specific duties of moderator and panel members may be distributed.

Setting Up the Meeting

A time sheet and agenda should be developed and sent to all program participants ahead of time. As with the speaker-based program, these will help assure that a meeting is kept on schedule and will progress smoothly. General preparation and operational details are similar to those mentioned for the speaker program, except that it is of some importance to give panel participants an opportunity to become comfortably adjusted to the program-setting before the program starts.

A final word might be said about presenting the panel team to the audience. The development of a friendly atmosphere at the beginning between audience and panel members adds to the effectiveness of the program. It is usual for the chairman to present the moderator who, in turn, presents the panel. Conventionally, the panel members sit around a table or in an informal half-circle. This gives them eye-contact with each other as well as with the audience.

Name cards are sometimes placed in front of panel members and moderators to aid the audience in identifying panel participants. Either the moderator or the chairman may conduct the audience discussion and question period. If the moderator conducts it, he returns the meeting to the chairman for the closing remarks. ◇ ◇

BRIEFING LIST

DUTIES OF THE MODERATOR:*

Plans with panel members prior to the meeting.

Plans for audience participation prior to the meeting.

Informs the audience of the nature of the forum and the responsibilities of the audience.

Encourages and develops audience participation during the meeting.

Restates and directs the questions asked by the audience to a panel member.

Develops and maintains a friendly and informal atmosphere.

Keeps within the time allowed for the forum period.

Recognizes members of the audience one at a time. If written questions are submitted, he tries to arrange them in some logical order before presenting them to the panel members.

Changes tactics of discussion to fit the problem at hand.

Avoids taking sides.

Sees that all panel members have equal opportunity to talk.

Avoids talking too much himself.

Uses time judiciously; avoids giving time to trivial matters.

Recognizes one who has not spoken in preference to one who has.

Presents a summary.

PANEL MEMBERS HAVE DUTIES TOO:

They talk without being prodded by the moderator.

Talk loudly enough to be heard.

Keep to the subject being discussed.

Confine remarks to short periods of time. Refrain from speech-making.

Develop and maintain an informal and friendly atmosphere.

Speak to the point. (If they don't know, they should say so.)

*Adapted from *Group Processes for Adult Education* by Paul Bergevin and Dwight Morris.

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EVALUATING THE PROGRAM

PROGRAM evaluation means determining how successfully the program has accomplished its objectives. How are the members reacting? What real changes are being produced? What has been learned that will help to make the next program better?

Three methods of evaluation that may be helpful in measuring the immediate reactions of the group and in interesting the members in improving future programs are:

(1) The end-of-meeting reaction slip

END-OF-MEETING REACTION SLIP

Date..................

What did you think of this meeting? Please be frank. Your comments will help to improve our future meetings.

1. What did you like about today's meeting?

2. What did you dislike?

3. What improvements would you suggest for the next meeting?

4. On the whole, how do you rate this meeting? (check one.)

POOR MEDIOCRE ALL RIGHT GOOD EXCELLENT

You do not need to sign your name

In using this kind of slip it has been found useful to report the results back to the members at the beginning of the next meeting, indicating the range of reactions to the previous meeting and showing how the planning committee took these reactions into account in planning the next meeting.

(2) ***The after-meeting interview***

Each member of the planning committee (or a special interviewing or evaluation committee) might take responsibility for interviewing five members following each meeting (preferably the same five each time.) Interviewers should agree on what questions to ask so that they get comparable information. Results can be summarized and reported to the group in the same manner as with the end-of-meeting reaction slips.

(3) ***End-of-meeting group discussion***

Evaluation by group discussion takes a little more time than the other two methods, but occasional discussions of this kind can be very profitable. A recent national conference, for example, set aside forty minutes of its final meeting for such a discussion. The audience of more than one hundred members was divided into informal buzz groups and produced an excellent evaluation of both the content and and methods of procedure of the conference.

Evaluation is a process that begins with objectives and ends with objectives. It is the process by which groups learn from their mistakes and continuously improve their methods of operation. Evaluation is an integral part of the planning process and should be built right into it.

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PARTICIPATION FOR DEMOCRACY

Most people will agree that democracy can really work only when all the people take part in shaping the conditions under which they live, when each person is respected as a human being, and when everyone has the opportunity to grow and work according to his own interests and abilities.

Much of this agreement about the meaning of democracy stresses the importance of participation—the opportunity for individuals to have a say in the matters that affect their lives. This gives an additional flavor to the meaning of participation under democratic conditions. People can be *active* in doing what others have decided they should do. But to *participate* they must play some part in the planning process itself.

THE VALUE OF PARTICIPATION

When people participate adequately, certain values seem to result:

1) Decisions and actions are enriched by the knowledge, insight and imagination of many different people.

2) The plans made and the actions taken are more likely to meet all the varied needs of the people involved and to fit the unique features of the situation.

3) Because each person plays a part in making decisions, he is more concerned and more interested. People who are actively involved don't need to be "sold."

4) Participation provides opportunities for each individual to learn from his activities. Passivity doesn't lead to learning and growth. As individuals participate in the

activities that concern them—their homes, their work, their groups, their communities—and learn from this participation, they become more competent and more mature.

These are the values that come from full and active participation.

THE EFFECTS OF NOT PARTICIPATING

When people do not or cannot participate in planning and deciding about matters of deep importance to them, apathy and indifference result. Today we talk about citizen apathy and indifference, about increasing complacency regarding crime and its relation to our governments, about the possible disintegration of the moral strength of our nation. We realize—with growing concern—that the participation of people in making decisions, drawing up plans, and carrying out action has been decreasing and is at a low ebb in most American communities. In our anxiety to remedy this situation we blame our fellow citizens for their irresponsibility, their disregard of the common welfare, their preoccupation with their own concerns.

But is their irresponsibility deliberate? Doesn't apathy, rather, arise from the frustration of not being able to overcome the mounting difficulties that stand in the way of participating actively as a citizen? Should the fond father who happily brings home an electric train for his young son, and then insists on planning and setting up the track layout and dictating how and when the train shall be run, be surprised if his son becomes apathetic about the train?

When a person is discouraged from participating, either because the situation does not provide for his participation, because he does not know how to participate, or because his own uncertainty or insecurity inhibits him, he may show extreme criticalness toward those who are participating. Those who plan for others are frequently hurt to find that the others are not always appropriately grateful. The kind of planning that is likely to win their gratitude makes it possible for the others to participate in the real decisions yet to be made.

Lack of opportunity for participation can encourage

dependency. Democracy must be in the hands of mature and competent people who have grown through responsible participation in their affairs to the ability to carry responsibility in ever wider and larger affairs. But how can the individual who is prevented from doing ever learn to do?

When, as in our world today, the difficulties of participating effectively in our civic affairs become great, people follow patterns of mass escape into passive forms of entertainment that specialize in providing the emotional satisfactions that the non-participating life fails to provide.

A psychologist recently asked the children in his neighborhood what they would rather do than watch television programs. Their revealing answers were: take part in club activities; make puppets like the ones they had seen on television; learn to cook, sew, garden, and make things; do and learn interesting things. All these represented opportunities that were not available to them.

Adults are not so different from children in their basic reactions.

PARTICIPATION WAS ONCE EASIER

Participation is especially important and especially difficult today because of the complexity and pace of modern life.

Before the rise of modern industry, the growth of cities, the development of rapid transportation and communication, the pattern of everyday living was radically different for individuals and communities.

The windmill, the water wheel, the horse and the strength of the human body provided the power for work and travel. The ways in which people worked and lived together changed only slowly from one generation to another. They were customary, traditional. Most problems had a time-honored solution that could be followed.

Methods of regulating the standards of living and relationships of different economic groups, for example, were well-established and of long standing. When conflicts arose, they were regarded as abnormal rebellions against relation-

ships so familiar as to seem "natural" or "providential" and could usually be repressed with the approval of the community.

The customs of the people were able to serve as major controls of society because change was slow and the problems of the present were not too much unlike the problems of the past.

Another factor, in addition to the slowness of change, made participation less complex than it is today. Most people lived on farms. Communities were small. Most of the things that affected people's lives happened locally, within the limits of their ability to understand and control. They were matters of everyday, first-hand experience. In this familiar, small-scale environment people had emotional and practical reasons for the parts they played in community life. They saw the results of what they did and what others did. Their responsibilities to one another were defined with reference to a well-known and commonly accepted conception of reciprocal rights and duties.

MODERN SOCIETY IS CHANGING

With the development of experimental science, this scene changed with remarkable rapidity. The accumulation of knowledge based on experimentation gave our society the power continuously to find new ways of doing new things. The use of this power has meant not only rapid changes in our ways of working and living together, but also a tremendous increase in the importance of the decisions made by organized groups. To mention only one example, the policies being adopted with respect to the allocation of television channels for educational and commercial broadcasting influence greatly the kind of impact this new medium has on millions of Americans.

In a constantly changing society the fate of everyone is bound up with the kind of plans for change. Unless the individual can find ways to join with others in making decisions on the matters that he sees have an important bearing on his life, he cannot very well feel responsible for what happens.

We have, as a people, been forced to move from a society in which the folkways—its customs and traditions—were sufficient to solve many of the problems of living to a society in which continuous planning is a fundamental necessity. New developments call for planning for their use. No business or industry could long exist if it were not continuously planning for changes.

REQUIREMENTS FOR PARTICIPATION

As we look back at the conditions in the past, two major requirements for effective participation—now or at any time—become clear:

1. There must be a system of social authority as well as channels for people to participate in the concerns of their society. In the past the slowly changing pattern of authority and control was satisfactory. Authority and control are even more necessary today in our democracy, but they must come to a greater extent from the participation of people in continuous planning to create, use and adjust to the rapid changes of our day. For this to happen, we need to work out ways so that people *can* participate.

2. The activity a person participates in must have sufficient wholeness that he can find meaning in his participation and can see that it makes a difference. In the small communities of the past, the individual could see his personal stake in community problems. He could see the kinds of solutions that would make sense and the specific steps toward them. He could see, also, in his talks with neighbors and in the opportunity for him to speak out at town meeting, what he could do and how effective he could be. Today, when the interdependent relations of individual with individual, community with community, region with region, nation with nation are farther reaching and more complex, the problems of our communities are parts of larger problems beyond the scope of community control. Because of their scope, the citizen cannot clearly see possible solutions or the exact steps to be taken to reach these solutions. Nor, finally, can the individual see at all clearly how his participation can make

any difference. Because he does not know most of the officials of his governments, and because he has no simple channel for direct, personal influence like an official town meeting, he naturally feels a sense of hopelessness and, ultimately, indifference. It would seem that either the size and complexity of the activities in which individuals participate should, somehow, be reduced, or that the individual should learn effective ways of joining with others so that the combined strength and ability of all who should participate in planning can be more nearly equal to the size of the problems to be solved.

OUR DEMOCRACY TODAY

Few today would question the seriousness of the dangers to our democratic way of life. Apparent to all of us is the present extent of citizen apathy. Symptomatic also is the increasing degree of mass fear that is leading us down undemocratic pathways. We are aware of the increasing difficulties of our society in its efforts to cope with the problems of the world today.

In our first fumbling efforts to improve the situation we have resorted to preaching to people about their civic responsibilities. Now we find that we have succeeded only in creating discomfort, guilt, frustration, and, ultimately, an increased tendency for people to run away from it all.

As a result we are perhaps nearer than we realize to the next step—the rejection of democracy itself as unworkable. A recent national survey carried out by *Look* magazine indicated that a large proportion of American youth accept without question undemocratic methods.

Seemingly our preaching and our criticism have been in vain. Perhaps now we are ready to seek ways to make participation possible for each individual. Four major requirements for full and effective participation have been thus far developed in this article.

1. Efforts to secure people's participation should be in matters that are important to *them.*

2. Opportunities for participation should include the processes of both making and acting on decisions.

3. Participation is most likely to continue and develop

into responsibility when both individuals and the group are able to see the consequences of their action and how their action achieved the consequences.

4. Participation must have the opportunity to "make a difference"; activity related only to minute parts of a problem that prevents a person from grasping it as a whole is not participation.

Perhaps the task before us is not so great as it may appear. Developing methods that enable people to participate effectively in our homes, our groups, our communities is the first step toward developing methods for participation in larger social units. The organization that realizes that a few moments at the end of a speech is not enough for "free" discussion from the floor has taken a step forward on the road toward democratic participation for all people. If this organization takes the next step and makes use of methods that enable small groups of the audience to work out the really important questions that all want answered, it has moved further along the road of democratic participation. Then there are further steps —steps that go deeper and deeper to the heart of the problem of making democracy work—including the study of existing patterns of participation and the inventing, testing, and practicing of new ways to involve people in the plans and actions of the groups to which they belong.

There is growing evidence that it is through experiences in the home, the organized group, and community activities that the citizen learns his basic habits of participation. They are—or should be—the laboratories of democracy, in which the habits learned are those of co-operative planning, acting, and sharing of responsibility. ◇ ◇

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SOURCES OF PROGRAM MATERIALS

Once you start looking, you'll quickly find that there are countless sources of materials for adult programs. Among the most active producers of both printed and audio-visual materials for adults are the national organizations. The *Guide to Public Affairs Organizations*, published by the Public Affairs Press, 2153 Florida Ave., Washington 8, D. C. ($2) indexes by subject-matter the services and materials available from most national organizations.

If you are interested particularly in films, you may want to look up *A Guide to Film Services of National Associations*, published by the Film Council of America, 600 Davis St., Evanston, Ill., ($2). This little volume describes the film services and publications of over 100 organizations.

One of the most inclusive sources of information about pamphlet and mimeographed material is the *Vertical File Index*. It covers all fields of interest and most libraries have it.

If your community has a local adult education council or association, you may find it one of the best sources for ideas on where to get speakers and special resource people. Other agencies in your area that may help you are your local or state library, university extension division, public school adult education division, or local affiliates of national organizations.

In many communities, the local librarian is likely to be your best source of information on films, plays, or speakers, as well as books and pamphlets. According to Fern Long, Supervisor of the Adult Education Department of the Cleveland Public Library, "One of the clearly stated aims of the American public libraries is to become centers which not only dispense books and diffuse knowledge and ideas, but which are also the most logical places in the community where groups of all types may seek many kinds of assistance in a wide variety of undertakings."

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INTRODUCING THE AEA

The AEA (Adult Education Association of the United States of America) is a non-profit organization founded in May, 1951, as an instrument for developing a united adult education movement. The general purposes of AEA, as stated in its Constitution, are:

—"To further the concept of adult education as a process continuing throughout life.

—"To promote and develop adult education in the United States by affording opportunities to professional and non-professional adult educators to increase their competence and by encouraging and assisting organizations and agencies . . . to develop adult education activities and to work together in the interests of adult education.

—"To receive and disseminate information about adult education.

—"To promote the balanced development of educational services for adult persons in the United States.

—"To cooperate with adult education agencies internationally."

United in the AEA to further these purposes through a program including field services, conferences, publications, and public relations, are over 12,000 men and women who work with adults in formal and informal educational and training programs. These leaders represent every sector of American society—education, labor, agriculture, industry, religion, social welfare, government service, and a host of voluntary associations.

Adult Education Association of the U.S.A.
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